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AUTHOR	Klug, Beverly J.; Whitfield, Patricia T.
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ABSTRACT

This book provides non-Native teachers with information about Native American cultures and offers a pedagogical model that blends Native and non-Native worldviews and methodologies. The book aims to describe the process of becoming bicultural as it relates to success in teaching Native students; provide a short history of American Indian nations, including educational practices and legislation related to American Indian education; assist teachers in developing a better understanding of culture; and present examples of culturally relevant pedagogy and ways of partnering with Indian communities. The first three chapters discuss bicultural awareness, a short history of American Indian education as a tool of cultural genocide, and the effects of colonization on Native communities as a whole. Chapters 4-5 explore the concept of culture and ways of recognizing the role of culture in one's own life, and describe general cultural values and traditional ways of educating Native youth. Chapters 6-7 draw on interviews with Native educators, parents, and grandparents to provide insights into methods of culturally relevant pedagogy and strategies for bringing Native families and communities into school communities. Chapter 8 presents case studies of four teachers who worked in schools with high Native student populations. Chapters 9-10 deal with ongoing concerns with American Indian education and conclusions about what teachers must do to promote Native student success. (Contains references, questions for reflection, and an index.) (SV)

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